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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How We Express Ourselves** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Identify different technological tools that help people express themselves | | | | | | **Skills:** listening, observing, thinking. | | | | | |
| **Materials:** Video Beam, lap top. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 35 May 20-24** | | | | **Time: 45 min.** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Tell children that they are going to listen to an expert whose name is Camila. They can prepare some questions in advance in order to ask them, during or after the speech. | | | | | | | | | | | |
| **Main Activity:** The expert is going to show a presentation, focusing on different technological tools that people can use to express themselves. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Children will draw and write in the bubble map register in the books (Unit or L2), the technological tools they have identified after the speech and presentation of the expert. As a homework they can explain how to use those tools to express themselves. | | | | | | | | | | | |